



## Pineview Elementary

3035 Leaphart Road

West Columbia, SC 29169

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	547 Students	
<b>Principal</b>	Mrs. Cynthia Stiltner	803-739-4090
<b>Superintendent</b>	Venus J. Holland, Ed. D.	803-739-8399
<b>Board Chair</b>	Rick Shull	803-796-9172

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

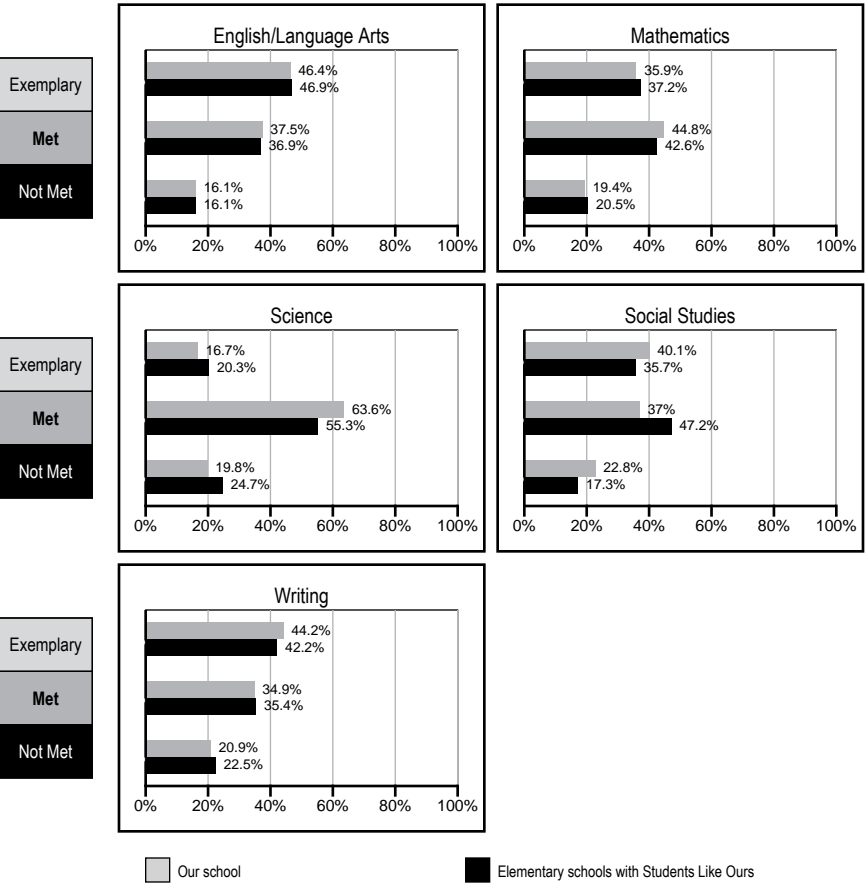
98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	36	22	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=547)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.5%	100.0%	100.0%
Retention rate	0.4%	Down from 0.9%	1.5%	1.9%
Attendance rate	96.1%	No Change	96.6%	96.3%
Eligible for gifted and talented	23.5%	Down from 28.9%	15.7%	10.0%
With disabilities other than speech	6.0%	Down from 6.3%	6.7%	7.7%
Older than usual for grade	0.0%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Down from 60.6%	61.4%	59.4%
Continuing contract teachers	86.1%	Down from 97.0%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	85.5%	Down from 87.8%	87.5%	85.9%
Teacher attendance rate	93.2%	Down from 93.6%	95.1%	95.1%
Average teacher salary*	\$50,084	Up 1.3%	\$48,444	\$47,149
Professional development days/teacher	15.4 days	Down from 17.1 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 21.4 to 1	19.4 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.9%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.3%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$6,528	Up 2.0%	\$6,966	\$7,458
Percent of expenditures for instruction**	71.2%	Down from 72.3%	68.9%	68.8%
Percent of expenditures for teacher salaries**	69.2%	Down from 70.1%	60.8%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Pineview Elementary School experienced a successful school year by remaining dedicated to our school motto, "Together, We Will Make a Difference." This motto reflects our school mission which provides a high quality education for students through effective, innovative, instructional, and character building programs. Through Professional Learning Communities, we emphasized differentiated instruction based on the research of Robert Marzano. We are dedicated to "Gaining and Sustaining Results" by focusing on results, learning, and establishing a collaborative culture.

Our new administrators began instilling the importance of reading throughout the summer with our Reading Caravan Program. Along with teachers and school staff, books were delivered to children throughout the community during several prescheduled summer dates. We use Connect Ed, a new communications system to remind families regularly of current events and upcoming news.

Pineview Elementary was recognized by our State Superintendent, Jim Rex, and received an award for our Character Education Program. Our first PTA Pineview Fitness Challenge generated over \$11,000 for school improvements in technology. We are proud that currently all classrooms are equipped with document cameras and mounted LCD projectors along with other technology items purchased.

We are always in search of successful, research-based methods to meet the needs of our students. Our newest academic program, The Literacy Lab, meets students' individual learning styles and ability levels. First and second grade teachers work together to assess student learning and implement various methods to target each students' instructional needs. Our Literacy Lab has been instrumental in increasing Developmental Reading Assessment (DRA) levels and Measures of Academic Progress (MAP) scores and was recognized at the district level for its proven success. Pineview provides two tutoring programs, Compass Learning and The PAW Club (Panthers Always Working). These programs meet specific needs of our students through personal and individual instruction and tasks.

Pineview continues to be a collaborative community through the support and dedication of our staff, students, parents, local churches, and business partners; all working together to make our students' lives richer. Student achievement is recognized quarterly through our Panther "ROAR" Celebrations. Our Panther Pal Program allowed students to complete many service projects, including the Ronald McDonald drink tab program, recycling, and canned food drives. Our PTA has promoted many activities for our school community to enjoy, including Family Skate Night, the Annual Flashlight Walk, and field trips for all grade levels. Working diligently, PTA was awarded the Take Your Family to School Grant allowing Pineview Elementary to celebrate families in our school through a week long series of activities. Our SIC continues to provide a strong leadership working for the continual growth of our students. They conducted Pineview's first Silent Auction with proceeds benefiting existing academic programs. They also conducted a survey where results were analyzed to help support the needs of the school and better serve its students. Our SIC was selected as a recipient of The Dick Riley Honor Roll Award for the third year in a row.

Pineview would like to express our gratitude to the wonderful families and to the school community for your continued support throughout this school year.

Cindy K. Stiltner, Principal                      Jennifer Broughton, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	76	57
Percent satisfied with learning environment	100.0%	88.2%	93.0%
Percent satisfied with social and physical environment	100.0%	82.7%	91.1%
Percent satisfied with school-home relations	97.1%	96.1%	85.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	269	100	16.1	37.5	46.4	92.3	82.1	82.8	Yes	Yes
<b>Gender</b>										
Male	123	100	20.9	40.9	38.2	87.3	77.5	79.3	N/A	N/A
Female	146	100	12.3	34.8	52.9	96.4	86.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	11.2	36.5	52.4	94.1	89	89.5	Yes	Yes
African American	69	100	31.7	40	28.3	85	72.4	73.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	16	100	16.7	41.7	41.7	100	72.7	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	47.2	33.3	19.4	66.7	49.7	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	69.5	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	129	100	27	45.2	27.8	86.1	74.7	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	269	100	19.4	44.8	35.9	88.7	79	78.9	Yes	Yes
<b>Gender</b>										
Male	123	100	22.7	43.6	33.6	87.3	76.5	77	N/A	N/A
Female	146	100	16.7	45.7	37.7	89.9	81.4	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	178	100	14.7	43.5	41.8	92.4	86.8	87.2	Yes	Yes
African American	69	100	33.3	48.3	18.3	80	66.4	66.7	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	16	100	25	50	25	75	75.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	41	100	52.8	33.3	13.9	66.7	44.7	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	72.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	129	100	30.4	49.6	20	77.4	71.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	177	100	19.8	63.6	16.7	80.2	68	67.5
<b>Gender</b>								
Male	85	100	18.7	66.7	14.7	81.3	66.4	67
Female	92	100	20.7	60.9	18.4	79.3	69.7	68
<b>Racial/Ethnic Group</b>								
White	121	100	14.8	62.6	22.6	85.2	79.7	79.5
African American	44	100	31.6	65.8	2.6	68.4	49.8	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	59.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	28	100	45.8	50	4.2	54.2	37.1	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	55.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	83	100	31.9	62.5	5.6	68.1	56.3	55.1

**Social Studies**

All Students	177	100	22.8	37	40.1	77.2	73.2	72.3
<b>Gender</b>								
Male	71	100	22.2	38.1	39.7	77.8	70.7	71.5
Female	106	100	23.2	36.4	40.4	76.8	75.7	73.2
<b>Racial/Ethnic Group</b>								
White	118	100	18	34.2	47.7	82	80.5	80.7
African American	46	100	41	38.5	20.5	59	61.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	27	100	56.5	26.1	17.4	43.5	41.2	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.9	67.9
<b>Socio-Economic Status</b>								
Subsided meals	81	100	36.1	41.7	22.2	63.9	65.2	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	268	100	20.9	34.9	44.2	79.1	68.3	70.2	96.1	95.8
Gender										
Male	123	100	27.9	39.6	32.4	72.1	59.9	63.2	96.1	95.8
Female	145	100	15.2	31.2	53.6	84.8	76.8	77.5	96	95.9
Racial/Ethnic Group										
White	177	100	14.6	34.5	50.9	85.4	76.1	79.1	96	95.6
African American	69	100	38.3	33.3	28.3	61.7	56.1	57.6	96.3	96
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96.1	96.5
Hispanic	16	100	33.3	41.7	25	66.7	62.8	62.6	96.1	96.1
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.7	95.6
Disability Status										
Disabled	39	100	60	25.7	14.3	40	23	26.1	95.3	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	13	100	I/S	I/S	I/S	I/S	59.2	61.2	95.9	96.2
Socio-Economic Status										
Subsidized meals	128	100	31.3	39.3	29.5	68.8	58.8	58.9	95.4	95.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	98	100	17.4	32.6	50	82.6
	4	85	100	17.1	32.9	50	82.9
	5	86	100	13.8	47.5	38.8	86.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	98	100	25	38	37	75
	4	85	100	15.8	46.1	38.2	84.2
	5	86	100	16.3	51.3	32.5	83.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	49	100	21.7	63	15.2	78.3
	4	85	100	21.1	57.9	21.1	78.9
	5	43	100	15	75	10	85
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	49	100	21.7	32.6	45.7	78.3
	4	85	100	23.7	44.7	31.6	76.3
	5	43	100	22.5	27.5	50	77.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	99	100	26.1	34.8	39.1	73.9
	4	83	100	18.2	37.7	44.2	81.8
	5	86	100	17.5	32.5	50	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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